

# MODULE 4

## ACKNOWLEDGING APPROPRIATE BEHAVIOR

Early Childhood MBI  
Team Training  
Session 4

Putting Montana Students First **A<sup>+</sup>**

# ACKNOWLEDGEMENT OF APPROPRIATE BEHAVIOR

All of us respond to positive attention!

Learning **REQUIRES** feedback

Fosters intrinsic motivation to learn

Effective acknowledgment increase

- on-task behavior
- correct responses, productivity, and accuracy
- attention and compliance
- cooperative play

# GIVE LESS ATTENTION TO INAPPROPRIATE BEHAVIOR

Define the behavior you want to see  
and give your attention to it

Ignore unacceptable behavior unless  
it's unsafe

# CONTINUUM OF LEAST RESTRICTIVE ACKNOWLEDGEMENT

Always use VERBAL acknowledgement

“Wow! That was really kind! Thanks for sharing your cars with Josie.”

# WHEN ACKNOWLEDGING...

Do the least that works:

- Verbal
- Verbal paired with thumbs up, high five, wink, smile
- Verbal paired with sharing with other (staff, parent)
- Verbal paired with group incentive
- Verbal paired with special privilege
- Verbal paired with individual incentive: stamps, stickers, computer time

# EFFECTIVE ACKNOWLEDGEMENT STRATEGIES ARE ....

Tied to program-wide expectations

Clear and specific

Contingent on desired behavior

Applied immediately

Focused on improvement and effort  
(instead of results)

# HOW TO USE ACKNOWLEDGEMENT

Provide frequently while learning new skill

Fade as skill develops

Avoid comparison/competition across children

Make sincere and appropriate for student's age/developmental level



Bee Tickets



**WE FILLED OUR BEE  
HIVE TODAY!**



**WE ARE:  
BEING SAFE  
BEING KIND  
BEING RESPONSIBLE**

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